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THIS HANDBOOK WAS PREPARED FOR USE BY ALL TEACHERS IN THE RURAL SCHOOLS OF ALASKA, AND SPECIFICALLY FOR THE BEGINNING TEACHER IN ONE- OR TWO-ROOM SCHOOLS. IT INCLUDES INFORMATION ABOUT BASIC POLICY, PRESCHOOL PROCEDURES, THE FIRST DAY, THE FIRST WEEK, THE FIRST MONTH, A SUGGESTED SCHEDULE FOR A ONE-TEACHER SCHOOL, FACTORS IN CURRICULUM ADJUSTMENT, SUGGESTED TEACHING AIDS, AND APPLICATIONS FOR BOARDING SCHOOLS. ALSO INCLUDED ARE A LIST OF RECOMMENDED PROFESSIONAL REFERENCES AND SOURCES OF MATERIALS. (RB)

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Tips for Teachers

...a joint publication of the Alaska State Department of Education and the Bureau of Indian Affairs

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T I P S F O R T E A C H E R S

A HANDBOOK

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Foreword

This handbook has been prepared for general use by all teachers in the rural schools of Alaska, but specifically for the beginning teacher in the one-room or two-room schools of the State. The teacher who arrives in a strange community, contract in hand and hope in heart, will be very soon faced with the responsibility for the opening of a new school term. We offer this booklet as a source of answers to some of his more pressing problems and questions.

Development of the handbook has been a co-operative project of the Branch of Education, Bureau of Indian Affairs which operates 76 day school in Alaska, and the State Department of Education which operates approximately 110 rural schools. In two conferences of teachers and education specialists of both agencies an effort has been made to point out where the answers to some problems and needed statements of policy can be found. This in the past has been a need in the experience of many teachers.

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I. Basic Policy

I

1. At all times the teacher should keep in mind "What is my job; what does it cover; what is my responsibility in this community?"

2. Proceed slowly in attempting to change existing situations. Show respect for people, their way of life, and their accomplishments in the community.

3. Person-to-person relationships are important. Respect the culture, the knowledge, and the ability of others at all times.

4. Make it known that you are willing to accept advice and help. If you have made a mistake, admit it, and say that it will not happen again.

5. Do not attempt a business discussion or the solution of any problem with a person or persons who have been drinking. Establish the policy that no one should come to the school when under the influence of alcohol.

6. Wait to make home visits until you receive an invitation or have a valid reason for a visit.

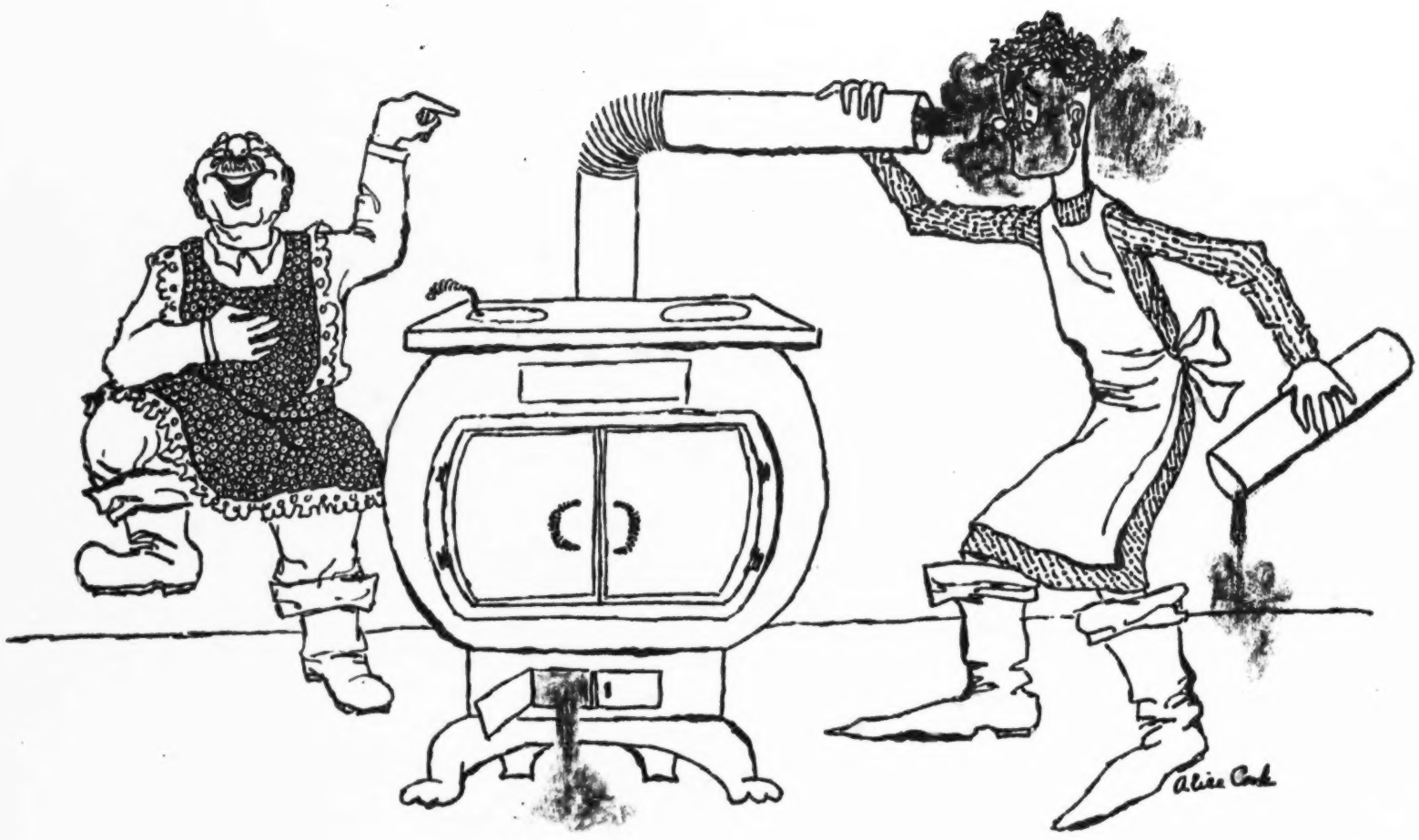
7. Make every effort to treat everyone equally; avoid favoritism both in classroom and community.

8. Do not intervene in family problems or arguments. Avoid taking sides in community factions or in problems which do not affect the school.

9. To be effective and respected as a teacher become familiar with the mores of the community. Your conduct at all times should reflect the high standards of ethics of your profession.

10. You are now on foreign ground. In your setting you may be at the top educationally, but the chances are you are at a low environmentally. Given opportunity, the people of your community have much to contribute. You have a common interest - their children. Only mutual respect and teamwork relationship will bring the high standard of success which you have set.

II.
Pre-School Procedure



II

Early arrival at your school is important for planning and preparation for the opening day of school. For the state schools it is desirable that teachers arrive at destination at least a week before the opening of school. Teachers in Bureau-operated schools are requested to be on duty two weeks prior to the opening date or as directed by the Area Office in Juneau.

For this pre-school preparation it is recommended:

1. Contact person in charge to obtain keys for school and quarters.

2. Become acquainted with the living quarters; unpack personal effects; check the oil stoves for safety and determine the source of water supply. It may be necessary to boil or purify all drinking water. Familiarize yourself with instructions and manuals issued by the manufacturers of mechanical equipment at the school.

3. Arrange a conference with the janitor to establish a mutual understanding of the duties he will be performing daily, weekly, and monthly. Develop a schedule and written check list of duties. Instruct the janitor to clean, dust, and prepare the classrooms for the opening day of school. Discuss with him the operation of the light plant and/or other mechanical equipment of the school.

4. Check accumulated mail for instructions; purchase orders and/or manifests, etc. Handle as required; file all official correspondence for future reference. Check new supplies and books against purchase orders and/or manifests.

5. Conduct a pre-registration of beginners and new students in the community. Check cumulative folders and prepare folders for the new students. List name, date of birth, and indicate tentative placement of all pupils.

6. Select appropriate materials to be used on the first day of school. Make the classroom attractive and inviting: arrange centers of interest, an attractive bulletin board, and a library display regardless of a crowded classroom. Use material and pictures from environment, plus something foreign to environment which will arouse interest and desire to learn. This may be a good time to begin a museum nook. (See section III-H.)

7. Plan the activities for the opening day of school. In your written plan for this important day be certain that you provide ample activity and materials so that transition from vacation to school can be a valuable learning experience for the children.

8. Prepare lesson plans in general and outline form for the first week of school.

9. Professional books and periodicals should be readily available in the classroom or office for your personal use. Every teacher is expected to provide himself with material which will advance his professional competency. The list of recommended references on page 32 should be helpful.

10. Plan with the advisory school board or village council, a meeting of the community in the school. Begin at this first meeting to establish with parents written goals or objectives for the year. Such goals might well include agreement on standards of:

    (a) attendance and promptness,

    (b) grooming,

    (c) behavior on playground and school bus,

    (d) suitable dress,

    (e) manners and courtesy,

    (f) developing a sense of responsibility for specific tasks,

    (g) care of school property,

    (h) transportation of school children.

    Schedules of the health clinic and visits of the school nurse should be arranged so that they will not interfere with classroom routine. The village officers and/or advisory school board members should be given a part in the program and place on the speakers' platform at community meetings.

11. Establish a team-work relationship between home and school:

    (a) Encourage school visitations

    (b) Use resource people in the community

(c) Explore the advantages of a mothers' club or home-school organization.

A successful school year will depend on a good teacher-community relationship.

III.

The First Day

1. The policy for all rural schools shall be to conduct a full day of classes on the first day of school.

2. Introduction of teacher and pupils will be a primary and important activity.

   (a) Assign desks

   (b) Exchange background information, have discussion period for getting acquainted.

3. Establish rapport in an enjoyable group activity such as:

   (a) music, singing, or listening,

   (b) reading a story,

   (c) playing a game,

   (d) developing a simple choral reading.

4. Explore the classroom and interest centers such as:

   (a) library,

   (b) plants,

   (c) aquarium, etc.,

   (d) school yard and facilities.

5. Tour of the school facilities should be conducted by the teacher, custodian, or an older pupil for orientation of beginners and transfer students. Show

   (a) heating system,

   (b) lavatories,

   (c) where to hang wraps,

   (d) new equipment,

   (e) fire fighting equipment.

6. Weigh and measure pupils and record the results. Delay testing of vision and hearing until later in the month.

7. Teacher-pupil planning will be needed to:

   (a) Plan fire drill procedure and participate in the first practice.

   (b) Establish safety rules for playground, local hazards (if pertaining to the school) and school buses.

   (c) Establish school playground boundaries.

   (d) Establish by discussion with the children standards of behavior, courtesy, and citizenship which will lead to self-discipline. Be sure that all children understand what is expected of them in respect to all phases of school conduct. If definite rules of behavior are developed, the rules may become a part of the school code of behavior which pupils should write for themselves.

   (e) Develop a sense of pride and responsibility in keeping the building, lavatories, and equipment in good condition.

   (f) Plan classroom calendars, weather charts, bulletin board, science table, and daily procedure for maintaining an orderly and attractive school environment. (See section VIII.)

8. Evaluation by the pupils of what has been accomplished in any school day is a valuable learning activity. On opening day, have:

   (a) Older children write a story "What We Did in School Today."

   (b) Primary pupils prepare a picture of the activity of the day. These should be mailed to your Area Field Office (BIA) or to Anchorage Office (State schools).

9. Interest center suggestions for the first day:

   (a) Rock garden or aquarium

   (b) New library books

   (c) Puzzles and games

   (d) New or interesting picture

   (e) Floral arrangement

   (f) Collection of rocks, minerals, or seashells

IV. The First Week

1. Familiarize yourself with the materials on hand. Refer to Inventory and/or the Annual Requisition for the list texts, equipment, and supplies.

   Textbooks are a tool for learning, but not the only tool the teacher should employ. The textbook should be regarded as one of several tools in the teaching of a subject area. Substitute socialized activity for the textbook recitation whenever possible. Use every opportunity to relate the text to the experiences and needs of the child, and enrich the subject matter with resources within the community.

2. Refer to accumulative records. Study all available information including test scores, achievement levels, health records and recommendations of former teachers.

3. Issue textbooks and other instructional materials as the need for them arises. Take time to assess the achievement and needs of your pupils and to become acquainted with them. When the pupils receive new books they should receive also a demonstration of the proper methods of opening, using, and caring for books.

4. Make a tentative schedule of activity for each day. This schedule of work should first be planned in detail by the teacher, then planned with the pupils, and posted in the classroom. The daily schedule should be attractive and appealing to the children. At first you may need to make frequent revisions to meet the needs of the school. The children will come to understand the plan as an outline of activity which is flexible but dependable. At the end of the first month, mail a copy of the program to your Area Field Office. A sample plan on page 18 may be used as a guide.

5. Gradually begin the process of grouping for effective teaching and learning. (Refer to Guide Lines for Grouping, page 12.)

6. A plan for maintaining the school file will be found on pages 42 to 45 of the General Instructions or pages 47 and 48 of We Teach in Alaska. Become familiar with the plan and see that the file is in order.

   (a) Cumulative records are a vitally important part of the school file. They should include the necessary vital statistics, the pupil's test scores, grades, and periodic samples of his work.

7. Make provision for a readiness program and for necessary re-teaching and review.

(a) Differences in home environments and in the development patterns of children make it necessary for the school to supply a period of preparation for reading which will vary in length. No child should be forced or hurried into reading before he is physically and mentally able, or until he is well adjusted socially and emotionally.

(b) Readiness is a term used most often in reference to beginners in school, but it exists at all levels in the elementary grades. Authorities say that when a reader misses no more than one word out of every twenty running words and can answer three of four questions about material read, the teacher can assume he is reading at the appropriate level. If he is unable to meet this simple test, he is not ready for reading at the level tested.

(c) Much time during the first year in school will be devoted to doing, seeing, hearing, feeling, talking, and singing. Devices, games, experiences, and time for development of these skills are essential. Reading must be subordinated to these activities at first, and should occur in relation to, and as an outgrowth of, this larger area of learning. Such activity leads naturally to "experience reading," which should be practiced each day. (Refer to Lamoreaux and Lee, Learning to Read Through Experience, pages 116-144, for a complete plan for development of this type of reading. An example of an experience reading chart will be found on page 24.)

8. Guidelines for grouping are suggested as follows:

(a) In the multi-grade school it is possible to break down definite boundary lines between "grades" as we think of them, and to form flexible groupings for most effective learning. The teacher must operate fewer classes with larger groups, and thus rigid placement by grades is largely eliminated.

(b) For general purposes in the one-classroom situation pupils will work in three large groups:

(1) Primary, which will include beginners and/or levels 1, 2, and 3;

(2) Intermediate, or levels 4, 5, and 6, and

(3) Upper, or grades 7 and 8.

(c) In a two-teacher school the conventional groups of beginners, and/or 1, 2, and 3 should be formed in instructional groups to best serve the ability levels represented. In the upper grades grouping should be according to need, particularly for instruction in reading skills.

(d) It is to be expected that some grouping will cut across all "grade" lines, depending upon purpose and need. Occasionally large blocks of time will be used by pupils working independently at their desks while the teacher moves from one to another giving individual help as needed.

(e) Flexible groups of children can work together for some of the following purposes:

Interest group - to explore an area of special interest.

Teamwork group - in which two pupils work together.

Tutorial group - in which a capable leader helps others in a planned and guided situation.

Research group - to find answers to specific questions.

Class grouping for common learnings.

Combined class grouping for common learnings.

Combined class groupings for activities such as choral reading, instructional films, dramatization, music, art, or audience reading.

Ability group - in which those pupils of similar levels of achievement are grouped for instruction in basic skills.

(f) Important points to remember in connection with all types of grouping are that the teacher should never allow grouping to become static, and that regardless of the basis for grouping no group will ever be completely homogeneous.

V. The First Month

1. During this period the organization of the school should have developed from day to day so that by the end of the month of September it has definite form and is functioning smoothly. The classroom management and control should be so well understood that no discipline problems exist. Behavior goals set with parents and children should now be an accepted part of daily living.

2. Classroom procedure should be well established. The program of activities should be posted in the classroom where all children can refer to it. Teacher-pupil planning should be an established part of activity each day. Children should have developed confidence in the teacher and the school, and should be growing in the capacity for getting along happily and successfully with others.

3. This is the time to plan for the fall testing program. Teachers should use these tests as a guide but not as the sole basis for any remedial program or any particular pupil guidance problem. Test results become a part of the student's cumulative folder. The Bureau schools will test their pupils the second week of October. The State schools begin testing the last week of September.

4. The end of the first month is a good time for the teacher to evaluate the school program. The following check-list is suggested as a means of evaluation, to which the teacher should add questions pertinent to the situation as it exists. The first part of the check list deals with the children and their attitudes, the second with the classroom environment, the third with the parents and community, and the fourth with the teacher.

   (a) The Children

   Are the children happy and well-adjusted to the school situation?

   Is there warmth and rapport between pupils and teacher?

   Is there freedom from pressure and tension in school?

   Do the children show respect, courtesy, and consideration toward one another?

   Do the children show habits of good personal grooming?

Are they regular in attendance?

Are they reporting promptly for both morning and afternoon sessions?

Are children diligent in preparing and completing assignments?

Is there evidence of inspired learning?

Does each child have an opportunity to succeed and to receive recognition for doing some one thing well?

(b) Classroom

Is the classroom neat, clean, and attractive?

Is there orderly freedom in arrangement of classroom furniture for group instruction?

Have centers of interest been provided?

Do bulletin boards inspire interest and learning?

a. Are they changed at least every two weeks?

b. Are the pupils' ideas and work represented?

Are samples of children's work attractively displayed?

Has the daily schedule been posted?

Is the schedule followed, with provision for daily planning of activity by teacher and pupils?

Is the library corner attractively arranged and are books frequently changed?

Have arrangements been made for regular delivery of library materials to your school? (These are obtainable from the State Library Services, Alaska Office Building, Juneau, Alaska.)

Are encyclopedias and other resource materials being used?

Are pupil work folders being maintained?

Is written work consistently corrected, discussed and returned to the pupil?

(c) Parents and Community

Has there been a strengthening of teamwork relationships with parents?

Is there a cooperative sharing of responsibility with community leaders?

Is there a good working relationship with the school board or council?

Has a home-school organization been formed?

Do parents come to the school to consult with the teacher concerning problems which their children encounter?

(d) Teacher

Is my planning adequate? Do I make my own plans in sufficient detail to enable me to give effective leadership in planning with the pupils?

Have I made provision for acquiring professional magazines and current publications?

Do I maintain a shelf for professional books and periodicals where I can find the material when I need it?

Have purchase orders and/or manifests been checked against supplies received?

Are school files in order?

Have I an orderly means of keeping valuable reference material?

Do I dress attractively and appropriately as an example for the class?

Am I neat and clean?

Do I recognize and respect each child as an individual?

Am I patient, kind, fair, and understanding in my relations with my pupils?

Do I consistently speak in a well-modulated tone of voice?

VI A SUGGESTED SCHEDULE - ONE-TEACHER SCHOOL

This classroom schedule is presented as a suggestion only. The teacher will want to develop a schedule to meet the needs of the particular situation. The place of the subject matter in the schedule is not important as long as the requirements are met. Flexibility is the keyword to good classroom scheduling. The schedule should be posted in a prominent place for easy reference by the students.

TIME	MIN	PRIMARY	INTERMEDIATE	UPPER
9:00	10	Opening Exercises		
	10	Teacher-Pupil Planning for the day (written on chalkboard or chart)		
9:20	70	Teacher-guided Activity----------Basic - Reading----------		
		Finger Play Choral Reading Games for developing listening and seeing skills. Experience reading Formal basic reading for groups as indicated by ability. ---------- Illustrations for experience reading, workbooks and mimeograph material. Handicrafts associated with reading. Word Study - Games for drill in establishing work recognition and visual acuity.	Engaging individually in planned language activities, including silent reading, creative writing, letter writing, dictionary study and completion of workbook lessons. ---------- Guided reading with the teacher Development of skills of recognition, interpretation, comprehension, critical judgment.	Working individually on identified needs and interests, using many types of reading material. Assigned silent reading. Vocabulary Development. Book reports. Enjoying literature. ---------- Teacher-guided reading Activities to strengthen and refine reading skills as outlined in the Teacher's Guides of Basic Series.
10:30		Morning Recess (Supervised tree activity, or organized games, in the open air if possible)		
10:40		Spelling - Speaking - Writing. Spelling will include experience vocabulary in addition to spelling text units.		
11:00		Grade 1Number Readiness		
11:30		Grade 2 Arithmetic		
11:30		Grades 1 and 2 Dismissed for lunch Grade 3 Arithmetic	Arithmetic Supplement the text material through practical problem dealing with every-day experiences.	Arithmetic

12:00 to 1:00	Lunch	Lunch	Lunch
1:00-1:20	Weather Reporting - Sharing - News Reporting - Recording experiences for the school diary.		
1:20-1:40	Guided Language Activities Audience reading. Independent supplementary reading. Dramatization. Poetry appreciation.	Preparation for Social Studies Reading - Research - Work on individual projects and completing unfinished work.	Preparation for Social Studies
	Emphasis on projects dealing with home, school and community living. Many opportunities to utilize and relate the skills and such social studies subject matter, as nature study and citizenship.	Social Studies Emphasis on projects relating to community, state, United States, and the world.	Social Studies
2:30-2:40	Recess	Recess	Recess
2:40-3:00	Story Time - Enjoyment of Literature		
3:00	Dismissal - Grades 1 and 2		
	Monday - Tuesday Grade 3 Science	Monday - Tuesday Science (Always related to experience and environment)	Monday - Tuesday Science
	Wednesday-Thursday Health	Wednesday - Thursday Health (Practical approach related to personal living)	Wednesday - Thursday Health
	Friday	Friday Art-Music Evaluation	Friday

VII.
Factors in Curriculum Adjustment

1. Correspondence courses are provided by the State for children in remote areas where no schools are available. Pupils who enter the public schools after one or more years of study by correspondence often experience difficulty in adjusting to a new environment and curriculum.

2. The child who is overaged for his grade is by no means always a slow learner. Some Alaskan children of school age have not had the opportunity to attend school or to study at home. These children usually progress more rapidly due to age and development, but need basic background enrichment.

3. The migrant child may need special consideration by the teacher. In many communities there are transient workers and service personnel whose children have had irregular or interrupted attendance in schools. In some cases these children will need individual attention when entering a new school to assure good social and emotional adjustment.

4. Alaska Native children are well described in the following condensation of material from the B.I.A. We Teach in Alaska: Some of the children are taught by parents to speak in low tones which are often inaudible when reciting in the classroom. Teachers should strive to show them that while this is a very commendable custom in social situations, in the classroom where one speaks to a number of people, it is better to speak in tones easily understood by the whole group.

Others will seldom indicate that they do not understand concepts or direct instructions. Their silence often deceives the inexperienced teacher. It is well to check understanding through "telling back" or demonstration. In some areas, a direct question is required to elicit a definite response. It is well for the teacher to understand that a question formed in the negative will invariably be answered by "yes".

As in any small community, children often strive to keep all members of their group on the same level. Group praise, when deserved, is effective in encouraging better work. Praise of an individual is best used very discreetly, as it tends to make the student an object of bitter jealousy. Many are timid and therefore reluctant to assume leadership. Prominence often invites disparagement from other students. A teacher must be aware of such conditions in order to avoid student embarrassment.

For some children, a sense of time has not been developed and they may appear at school at 6:00 a.m. or 10:00. At 8:30, or one-half hour before school time, a bell rung long and loudly is helpful to those within hearing distance.

There are groups that place great importance upon "saving face". In many villages, discipline problems are not recognized as such; therefore, some children appear heedless in school, but seldom are willfully disobedient. They will respect a firm teacher. A teacher who displays frequent irritation suffers a loss of face with them.

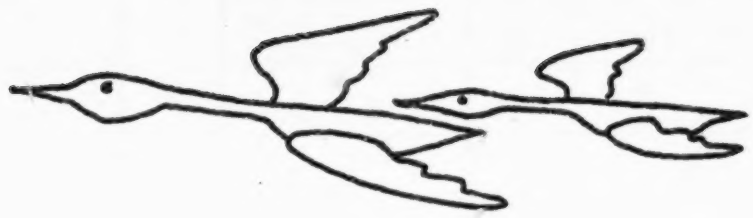
Simple, uncomplicated games are appreciated and can be used in many teaching situations. There are those youngsters who are easily discouraged, so it is important that learnings be sequential and within their ability to achieve. Too many concepts presented at one time are very confusing.

Many will be highly sensitive to group opinion. The wise teacher capitalizes upon this characteristic in establishing and maintaining discipline.

VIII.
Suggested Teaching Aids

Kayak

This is a kayak.
This is a yellow kayak.
This is my father's kayak.
My father will hunt.
He will hunt in the kayak.



Fall Time

We see geese.
We see geese flying.
The geese are
flying south.
The geese are flying
to a warm place.
Fall time is here.

Experience Reading Charts

The desired approach to composing the reading charts is for the students to draw the illustrations and to participate in contributing to the story.

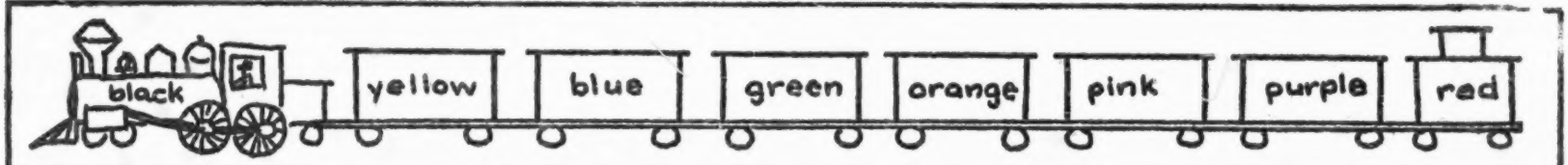
Teacher Aids

Primary Guide Chart

Number Chart

one	1	first
two	2	second
three	3	third
four	4	fourth
five	5	fifth
six	6	sixth
seven	7	seventh
eight	8	eighth
nine	9	ninth
ten	10	tenth

Color Guide



All colors not represented here. More cars can be added. Construction paper is used and color name added.

Science Evaluation Chart

What we did	What we found out
	Rollers help
	Wheels help
	Ramps help

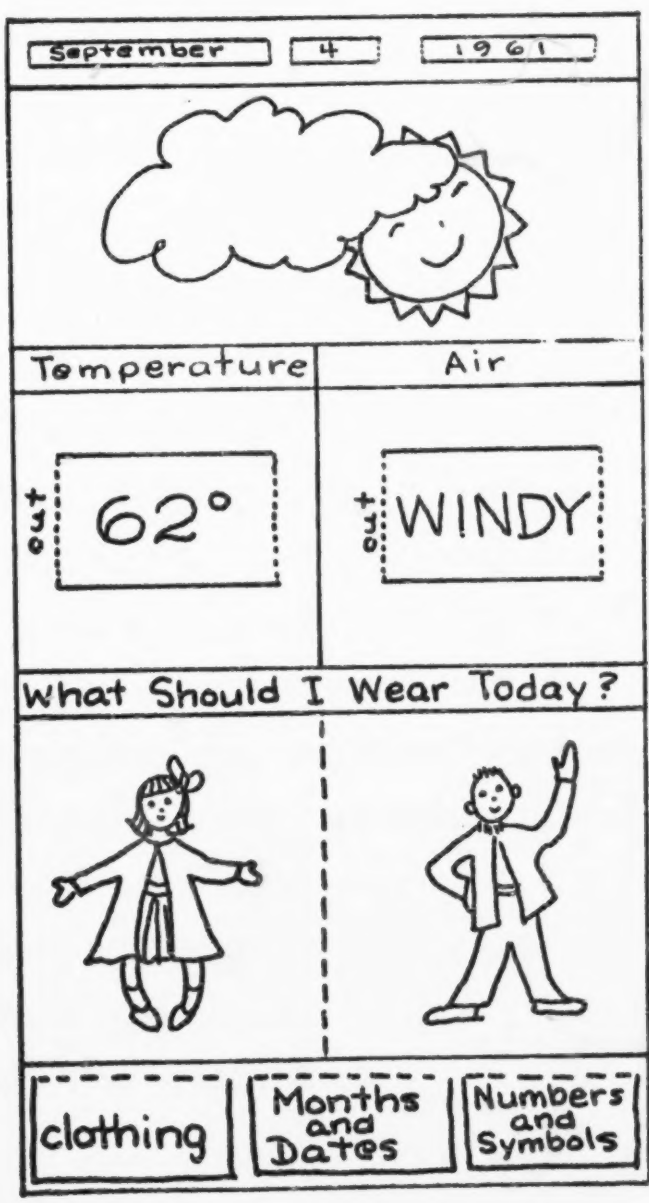
This chart can be used as a follow-up for science experiments on any grade level.

Wall Chart for Class Weighing and Measuring

Name	GRADE	SEX	AGE	Stan	Sept. H	Sept. W	Oct H	Oct W	Nov H	Nov W	Dec H	Dec W	Jan H	Jan W	Feb H	Feb W	Mar H	Mar W	Apr H	Apr W	May H	May W	
Jane Doe	3	F	9	6	52	58	52½	58	52¼	59	52½	60	52¾	60½	53	60	53	56*	53⅛	58	53¼	59	
Mary Lee																							
John Brown																							

*sick in Mar.

With a few slight changes this can be converted to a bar graph to indicate changes in weight and/or height.

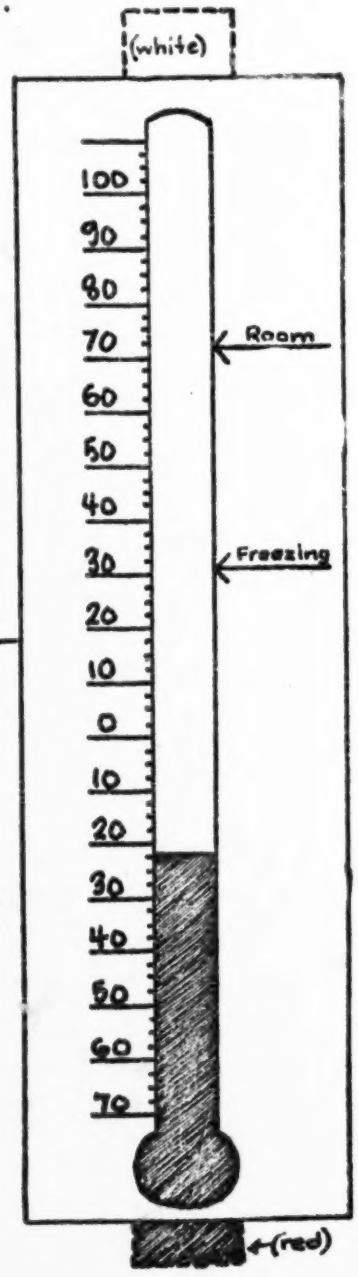


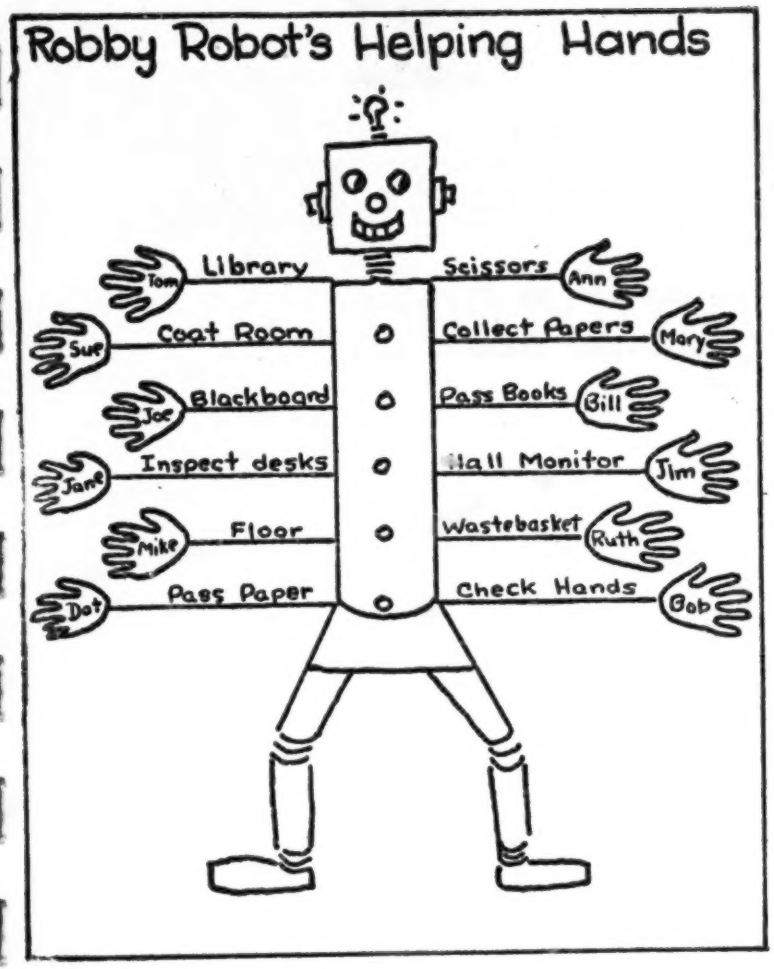
Pockets

Red ribbon and white ribbon fastened together and drawn through slots at top and bottom. This may also be used as a check to see if room temperature is correct by checking room thermometer against mark on chart.

Envelopes may be stapled on weather chart for pockets. Symbols can be used for sun, rain, snow, clouds, etc. Doll cutouts and clothing can be bought or made, or cut out of catalogs.

Temperature and weather conditions are on paper strips inserted into slots.

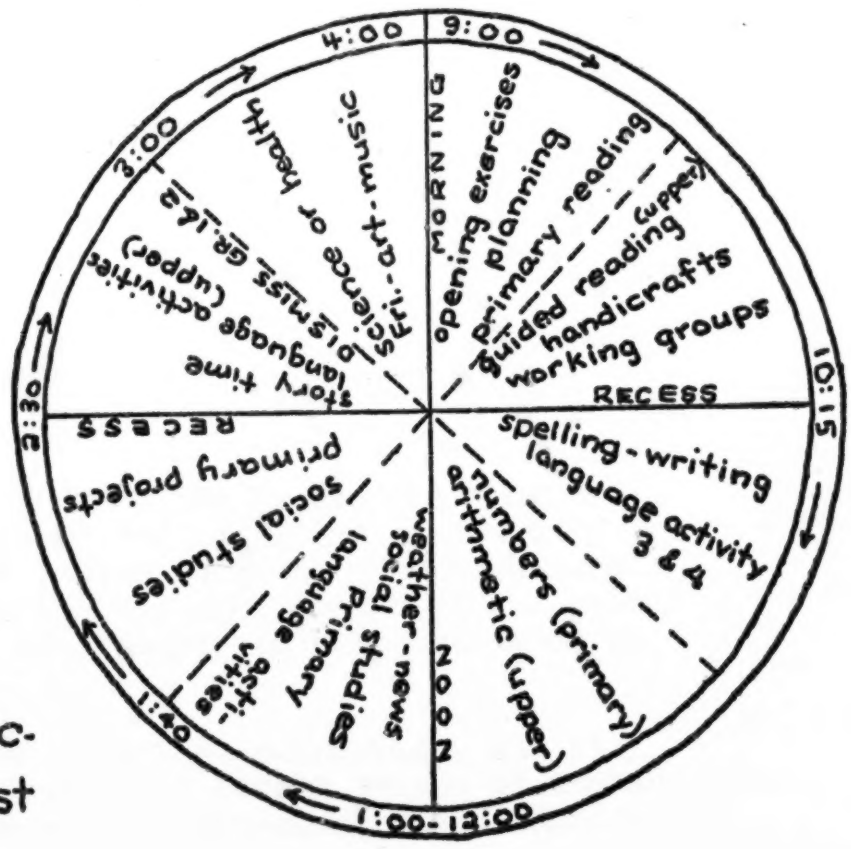




Helps needed will vary in each school. These are suggestions. Have each child trace outline of his hand on colored paper, print his name and cut out. These are kept in envelope tacked to chart and are changed weekly or monthly. Hands may be attached with tacks, staples or stick-its.

← CLASSROOM HELPER CHART

This Time Guide for teacher-pupil planning is suggested as one that children may find interesting and helpful in following daily scheduled activities. Spaces may be filled in to indicate subject to be worked on, studied or written, to suit your needs. The separate sections can be in different colors to provide an attractive guide to catch the interest of the pupils.



IX.
Applications for Boarding Schools

The section which follows carries information to aid the teacher in counseling pupils who wish to apply for admission to boarding schools conducted by the Bureau of Indian Affairs. Although such counseling may or may not begin during the first month of the school term, it is the responsibility of the teacher to offer guidance to prospective high school pupils.

The child who is eligible by reason of Native extraction, and is qualified emotionally and scholastically to attend Bureau of Indian Affairs boarding schools should be given encouragement and assistance in making application at the proper time.

IX

Preparation of Applications for admission to Bureau of Indian Affairs Boarding Schools requires definite information, therefore, attention to detail is important.

Some information must be given on every blank line. This information must be authentic, accurate, and up to date.

Applications must be accompanied by

Medical Report
Report of Academic Records
Report of Results of Recent Achievement Tests

Without these it is necessary to return applications for completion. This causes undue delay, lessens the likelihood for favorable action, and may even result in loss of opportunity for acceptance.

As an aid in determining a completed application the following check list is suggested:

1. Did applicant apply for admission to boarding school previously? If so, give particulars_____
   _____
2. Are two copies of the application submitted?
3. If the application signed by the applicant? (Student is not required to sign Wrangell application.)
4. Is the application signed by parent or guardian?
5. Has the parent's or guardian's signature on the application been witnessed?
6. Has religious preference been indicated?
7. Are the school records attached to the application?
   Achievement Test Scores____ Anecdotal Records_____
   Teacher's Statement_____ Immunization Chart_____
8. Is the Medical Report signed by parent or guardian?
9. Has the parent or guardian's signature on the Medical Report been witnessed?
10. Did the application come through welfare channels?
11. Does the applicant have problems of social adjustment?

12. Is there a school available to the applicant? If so, is it suitable to the applicant's needs?_____

13. Was the application submitted because of overcrowded conditions in the local school?

14. Is the applicant qualified as far as degree of Native blood is concerned?

15. Is the applicant academically retarded?

16. Is applicant out of school this year? If so, give particulars._____

_____

By following closely the above suggestions most of the common hazards encountered in submitting applications will be eliminated.

X.
List of Recommended Professional References

LIST OF PROFESSIONAL REFERENCES COMPILED FOR AND RECOMMENDED TO TEACHER IN RURAL SCHOOLS OF ALASKA

Administration

Alexander, W. M. Are You a Good Teacher? 1959, Rinehart, $1.00

Abraham, W. Handbook For the New Teacher, 1959, Rinehart, $1.00

Arts and Crafts

Erdt, M. H. Teaching Art in the Elementary School, 1954, Rinehart, $6.00

Audio-Visual Material

Bachman, J. W. How to Use Audio-Visual Materials, 1956, Association Press, $1.00

Dale, Edgar Audio-Visual Methods in Teaching, 1954, Holt, $7.75

Science

Navarra, John Gabriel and Joseph Zafforoni Science Today for The Elementary School Teacher, 1960, Row Peterson, $6.40

Guidance

Greer, E. S. and C. E. Rotter Learning to Know Your Pupils, Univ. Pub. $0.92

Health and Hygiene

Evans, Ruth; Thelma I. Bacon, and Joe Stapleton Physical Education in the Elementary Schools, 1958, McGraw Hill, $5.95

Redl, Fritz, Mental Hygiene in Teaching, 1951, Harcourt, Brace

Language and Literature

Hatchett, Ethel L. and Donald H. Hughes Teaching Language Arts in Elementary Schools, 1956, Ronald, $5.00

Library

Douglas, Mary B. Teacher-Librarian's Handbook, 1949, ALA $2.75

Mathematics

Harting, Maurice L., Henry Von Engen, Lois Knowles, E. Glenadine Gibb, Charting the Course for Arithmetic

Spitzer, H. G. Practical Classroom Procedures for Enriching Arithmetic Elementary, 1956, Webster, $4.32

Music

Myers, L. K. Teaching Children Music in the Elementary Schools, 1956, $5.75

Reading

Hildreth, Gertrude H. Teaching Reading, 1958, Holt, $6.00

Kottmeyer, W. Teacher's Guide for Remedial Reading, 1959, Webster, $4.00

Lamoreaux, Lillian A. and Lee, Doris M. Learning to Read Through Experience, 1943, Appleton, Century, $2.00

Remedial Teaching

Brueckner, Leo J., and Bond, Guy L. The Diagnosis and Treatment of Learning Difficulties, 1955, Appleton, $5.95

Social Studies

Jarolimek, John Social Studies in Elementary Education, 1959, Macmillan, $5.75

Speech

Barrett, H. Practical Methods in Speech 1959, Holt, $3.75

Scott, L. B. and Thompson, J. J. Talking Time (pr.), Webster, $3.60

Spelling

Hildreth, G. Teaching Spelling: A Guide to Basic Principles and Practices, Holt, $4.50

All books listed above may be ordered from:

The J. K. Gill Company
2005 Third Avenue
Seattle, Washington

XI. Sources of Materials

Teachers may write to the following sources for information concerning free or rental audio-visual material and other teaching aids:

Pictures, Inc. (free and rental film - 16 mm)
811 8th Avenue
Anchorage, Alaska

University of Alaska (film, brochures and pamphlets)
College, Alaska

Mr. Fred Kohli (free and rental film)
Box 2079
Anchorage, Alaska

Department of Library Service (books)
Alaska Office Building
Juneau, Alaska

Department of Fish and Game (free film - 16 mm)
Biological Research Div. 8
Shattuck Building
Juneau, Alaska

Department of Health (free film - 16 mm)
Alaska Office Building
Juneau, Alaska

U. S. Forest Service (free film - 16 mm)
Federal Building
Juneau, Alaska

Division of Tourism & Economic Development (brochures)
Box 2391
Juneau, Alaska

The State Department of Education maintains a lending library of film-strips and 16 mm film for State-operated schools.
(Refer to General Instructions, pp 40-41, to the catalog of strip-film, or write to

Anchorage Office
Alaska Department of Education
P. O. Box 1079
Anchorage, Alaska)

Teachers in B.I.A. schools may obtain film from Area Field Offices at Fairbanks, Nome, and Bethel.